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ABSTRACT

This thesis reviews activities of a study to develop a systematized course for teaching advanced typewriting on an individual basis to part-time adult students. The introduction presents a rationale for the study and section 1 presents the purpose of the study and definition of terms. Section 2 describes the data gathering procedures, and section 3 presents a review of related literature, including material on understanding the adult learner, meeting the needs of the adult learner, application of individualized instruction to typewriting, and implementing systematic instruction in advanced typewriting. Section 4 contains a twenty-page description of a plan for individualizing and systematizing an advanced typewriting course for adults, including a student questionnaire, pre-assessment inventory, and outlines for eight units of instruction, with each unit containing the purpose of the unit, unit objective and evaluation, unit content, and supplementary and enrichment resources. Recommendations are presented and include conducting inservice workshops or seminars for business education teachers and administrators to offer assistance in developing adult courses and understanding the adult learner. (BL)

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UNIVERSITY OF HAWAII

THE GRADUATE DIVISION

A PLAN FOR INDIVIDUALIZING AND SYSTEMATIZING AN ADVANCED TYPEWRITING COURSE FOR ADULTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Comprehensive Paper Submitted in Partial Fulfillment

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INTRODUCTION

In 1970, 666,100 adults were enrolled in part-time office and distributive adult business education programs. By 1974, that number had increased to 911,799.[1]

Educators predict an increased enrollment in adult business education programs in the United States. This anticipated growth is caused primarily by two factors; the expanding adult population, and the need for more complex and technological knowledge and skills to function economically and socially in a complex industrialized society.

Kenneth Swatt aptly summarizes this prediction.

> The last three decades of the twentieth century find life in the United States becoming increasingly complex. The adult population is expanding rapidly. An adult is a member of a society that strives to maintain a high standard of living and equality of educational opportunities. The life of an adult is influenced, and sometimes dominated, by economic considerations. This should prompt school administrators and business educators to be prepared to witness an increased demand for adult business education programs.[2]

Anderson, Blanford, and Douglas concur with Mr. Swatt. They wrote:

> Adult education in its many forms continues to grow and to gain in relative importance in the United

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[1]W. Vance Grant and C. George Lind, Digest of Educational Statistics (Washington, D. C. : U. S. Department of Health, Education, and Welfare, Office of Education, 1976), p. 138.

[2]Kenneth A. Swatt, "Continuing Education for Business," Monograph 125 (November 1972) : vii.

> States. Owing to the rapidly increasing percentage of our population classified as adult, as well as other factors, this trend can be expected to continue and perhaps accelerate. Business education will continue to be a major factor in adult educational programs.[3]

As business educators, it is imperative that we prepare for this forthcoming expansion in a manner which will meet the needs of adults enrolled in part-time business education programs.

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[3]Ruth I. Anderson, James T. Blanford, and Lloyd V. Douglas, Teaching Business Subjects, 3rd ed., (New Jersey: Prentice-Hall, Inc., 1973), p. 403.

S E C T I O N I

PURPOSE OF THE STUDY

The purpose of this study was to develop a systematized course for teaching advanced typewriting on an individual basis to part-time adult students. Development of this course was based on the characteristics and needs which are unique to adult learners.

DEFINITION OF TERMS

Before proceeding further with this study, it is necessary to define the terms which are used frequently by the author.

1. Adult Business Education. Adult Business Education which is often used interchangeably with the term Continuing Business Education has been defined as:

> . . . an organized system of learning for out-of-school youths and adults whereby they may acquire business knowledge and skills and attitudes necessary to function at their optimum abilities in contemporary society as citizens, workers, parents, and individuals.[4]

2. Individualized Instruction. Individualized instruction is a method of teaching in which learning objectives,

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[4]Kenneth A. Swatt, "Continuing Education for Business," Monograph 125 (November 1972) : 1.

experiences, and activities are designed and developed to suit the interests, needs, and ability of the individual learner.[5]

3. Systematic Instruction. Systematic instruction is a teaching procedure in which course objectives, instructional materials, and learning activities are selected and designed to bring about specific and measurable learner behavior.[6]

4. Advanced Typewriting. Advanced typewriting as it relates to this study is defined as a course which, "Develops typewriting skills that are necessary for occupational efficiency and competency."[7]

5. Terminal Objectives. The over-all course objectives developed for this plan are referred to as terminal objectives. Terminal objectives are defined as: "Statements which describe expected student learning outcomes in broad terms."[8]

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[5]Department of Education, State of Hawaii, Teacher's Guide to Individualized Education, (April 1972), p. 9.

[6]Eva L. Baker and W. James Popham, Systematic Instruction, (New Jersey: Prentice-Hall, Inc., 1970), p. 13.

[7]Department of Education, State of Hawaii, Authorized Courses and Code Numbers, (1973-74), p. 39.

[8]Harm Harms, E. Edward Harris, and B. W. Stehr, Methods of Teaching Business and Distributive Education, (Cincinnati: South-Western Publishing Co., 1972), p. 52.

SECTION II

PROCEDURES

In September 1976, development of this study began by gathering relevant data from the following sources: Hamilton and Sinclair Libraries at the University of Hawaii, the Curriculum Library in the College of Education at the University of Hawaii, the professional library of Dr. James Morris, Professor of Business Education, University of Hawaii, and from the author's professional library.

Research procedures for this study consisted of analyzation and interpretation of articles from professional education journals and education textbooks dealing with the subject of systematic instruction, individualized instruction, and adult education; with particular emphasis on the adult learner. Literature surveyed consisted of materials published between 1968 and 1976.

The plan for teaching advanced typewriting to adults which is presented in Section IV was developed with the aid of the above materials and the following typewriting literature: Adult and continuing education typewriting teachers' manuals, student texts, and supplementary and enrichment typewriting materials.

SECTION III

RELATED LITERATURE

Understanding the Adult Learner

Adult learners come from diverse age groups and socio-economic and cultural backgrounds. It is not unusual to have an adult business education class composed of persons from age 18 to 60 and from high school dropouts to students holding baccalaureate and/or advanced degrees. Edwin L. Rumpf describes this heterogeneous grouping.

> Adult students may be young or old. They may be skilled persons in need of updating, upgrading, or re-training, or they may be untrained persons seeking skills. Or they may be women seeking new roles in the business or industrial world. They include the dropout and the delinquent, the unmarried mother seeking skills to maintain a family, the disadvantaged and the handicapped, the inmate about to be released, the retiree, and the returning veteran.[9]

Students enroll in adult programs for a variety of reasons, the most prevalent being preparation for employment. Some persons enroll for the purpose of learning or updating knowledge and skills in order to gain entry-level employment, while others want to secure knowledge and skills which will permit them to advance in their present position or move to a higher position.

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[9]Edwin L. Rumpf, "Adult Education: Voc Ed's Unfinished Business," American Vocational Journal 48 (May 1973) : 23.

A 1972 survey indicates that 42.7 per cent of the students who participate in adult education courses enroll for the purpose of improving or advancing in their present job. An additional 11.3 per cent enroll for the purpose of preparing for a new job. Other reasons participants gave for enrolling included: For general information, for participation in community activities, for personal and family reasons, and for social or recreational reasons.[10]

It is necessary that teachers be aware of the characteristics of the adult learner in order to select methods and materials which will provide effective and meaningful learning experiences. Virginia Hayes emphasized this fact when she wrote:

> Observation of students in adult programs yields information which should be beneficial to business teachers as they design curricula and select teaching methods.[11]

Kenneth Swatt also stresses the importance of the adoption of teaching methodology which is suitable for the adult learner.[12]

The following are characteristics which Ms. Hayes and Mr. Swatt have observed in adult learners.

1. Most adult students are independent, mature, and self directed. Therefore, the adult learner is usually able to ac-

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[10] Standard Education Almanac, 9th ed., (Chicago: Marquis Academic Media, 1976-77), p. 331.

[11] Virginia Hayes, "Business Programs: For Adults Only!" The Journal of Business Education 50 (November 1974) : 73.

[12] Kenneth A. Swatt, "Continuing Education for Business," Monograph 125 (November 1972) : 40.

cept responsibility and capable of accomplishing a task with minimum teacher assistance.

2. The adult learner has entered the course in pursuit of immediate and specific goals; usually learning or upgrading skills and knowledge for job maintenance or preparation.

3. The adult student's time is at a premium, thus he is anxious to accomplish as much skill and knowledge as possible during a short period of time.

4. Class attendance, the ability to concentrate, and completing assignments on time may be a problem for the adult student due to family and/or job-related difficulties and responsibilities.

5. The adult student by virtue of age and experience often brings valuable resources and experiences to class which serve to enhance learning in the course.

6. Adult students frequently have been absent from the classroom for a long period of time, and may lack self-confidence in their ability to study and learn.

7. Adult students usually do not wish to participate in competitive types of activities or be compared to other students in situations where adult dignity and pride maybe at stake.

8. Adult students whose mental, physical, and emotional health is good can learn as quickly as adolescents. If learning is based on past experiences and the adult has maintained a habit of learning over the years, his ability to learn often exceeds that of the adolescent learner.

Meeting the Needs of the Adult Learner

Educators and researchers in the field of adult education agree that if an adult education program is to be successful, it must meet the needs of the individual learner. Edwin L. Rumpf has stated:

> To be successful, adult education programs must be responsive to adults from all walks of life--adults serving in many different capacities and having a variety of educational needs.[13]

Anderson, Blanford, and Douglas concur with Mr. Rumpf.

> When teaching adults, the business teacher must fit his instructional materials and his teaching methods to the felt needs and desires of his students; must adjust his psychology to recognize and make use of the experience and mature judgment of his students, and must constantly recognize that these adults are there for a purpose.[14]

Lois Petersen wrote:

> The methods and techniques used must contribute directly to the successful accomplishment and achievement of the specific goals of each individual student.[15]

Virginia Hayes warns of the consequences when programs fail to meet the needs of the adult learner.

> While high school students are more or less expected to stay around for whatever is provided (though statistics prove that many of them do not) adults will simply walk away and not return if they feel their classes are not practical and not relevant.[16]

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[13]Edwin L. Rumpf, "Adult Education: Voc Ed's Unfinished Business," American Vocational Journal 48 (May 1973) : 23

[14]Ruth I. Anderson, James T. Blanford, and Lloyd V. Douglas, Teaching Business Subjects, 3rd ed., (New Jersey: Prentice-Hall, Inc., 1973), p. 403.

[15]Lois E. Petersen, "Adults Have Special Needs," The Journal of Business Education 50 (December 1974) : 110.

[16]Virginia Hayes, "Business Programs: For Adults Only!" The Journal of Business Education 50 (November 1974) : 74.

Kenneth Swatt agrees with Ms. Hayes.

> Adults know specifically what they want and are not compelled to attend school. Therefore, the purpose to which they enroll must be served, or they become discouraged and withdraw from the program.[17]

It is the responsibility of each teacher to ascertain that adult students enrolled in his class receive the skills and knowledge which prompted their enrollment in the course.

In order to effectively meet the needs of the adult learner, Virginia Hayes, Lois Peterson, and Kenneth Swatt recommend that the teacher:

1. Determine each student's reason for enrolling in the course during the first week of attendance and individualize instruction to meet the needs of each student. Permit students to select units and/or learning activities which interest them and allow them to work at their own pace.

2. Conduct the class in an informal, friendly, and comfortable manner; make students feel welcome and treat them with respect.

3. Capitalize on students' past experiences in the business world and integrate these experiences into the instruction.

4. Avoid methods or experiences which may make students feel inferior or uncomfortable such as competitive activities, comparisons of students' work, discussion of a student's grade in the presence of others, and criticism of a student's work in the presence of others.

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[17]Kenneth A. Swatt, "Continuing Education for Business," Monograph 125 (November 1972) , 41.

5. Be understanding and supportive when students are unable to attend class and/or complete assignments on time due to family and/or job problems and responsibilities.

6. Assure students that the statement, "Older people cannot learn as well as younger people," is merely a myth. Build self-confidence in students by praising their progress and assuring them that they are capable of continued success.

7. Assist students in developing effective study and work habits.

Application of Individualized Instruction to Typewriting

Dr. Jerry W. Robinson perceives individualized instruction in typewriting as involving eight variables. They include:

> Individualized goals, individualized presentation of new learnings, individualized learning/skill building/measurement materials, individually prescribed practice patterns and materials, individualized diagnosis of learning difficulties, individually prescribed remediation, individualized evaluation of criterion-measure performance scores in terms of individual goals, and provision for individualized student progression from activity to activity and from unit to unit.[18]

Dr. Robinson recommends the following as ways of individualizing typewriting instruction.

1. Develop performance and teaching objectives which are appropriate for student needs and share these objectives with students.

2. Have available cassette tapes with earphones for students who need to do make up or remedial work.

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[18]Jerry W. Robinson, "So You Want to Individualize Typewriting Instruction," Century 21 Reporter (Spring 1976) : 12.

3. Use nonmetronomic pacing devices which can be set at individualized speeds to assist students in skill building.

4. Have available timers which students can use individually to time their rates on different kinds of copy.

5. Have available and encourage students to use learning activity guides which provide feedback and assist the student in evaluating his own progress.

6. Provide students with supplementary materials which can be used to gain additional practice. Supplementary materials should also be available to provide enrichment activities for the student who completes assignments quickly.

7. Provide an enrichment laboratory either in the classroom or in another room for the purpose of giving slower students an opportunity for additional practice time. For the part-time adult student, this additional practice might be accomplished by arranging for him to come to school at times when the typewriting room is open but his class is not in session.

8. Prescribe and develop remedial practice materials which will assist a student with his particular learning problem.

Implementing Systematic Instruction in Advanced Typewriting

Implementing systematic instruction which was defined in Section I, page 6, involves development of: "A rationale, specific instructional objectives, pre-assessment, learning activities, and post-assessment and revision."[19] Development

[19] Barton R. Herrscher, Implementing Individualized Instruction, (Houston: ArChem Co., 1971), p. 4.

of these steps and their application to advanced typewriting are discussed below.

Rationale. The rationale step in the systems approach consists of the criteria involved with the selection and development of materials and learning experiences which will meet the needs of the learner. It has been determined (as cited on page 9 of this study) that most students enroll in adult education programs for the purpose of learning or upgrading skills and knowledge for job maintenance or preparation.[20] Therefore, it can be assumed that a great number of adults who enroll in advanced typewriting desire to learn skills and knowledge which will prepare them for entry-level office employment or which will upgrade or improve the office knowledge and skills they currently possess. Thus, the advanced typewriting teacher should plan units which include materials, learning activities, and instruction appropriate for office employment. Units recommended are: Skill Building, Business Letters, Tables, Miscellaneous Business Correspondence, Manuscripts and Reports, and a Typewriting Practice Set.

Objectives. When using the systematic approach in developing a course, objectives should be written in behavioral terms. Terminal objectives for an advanced typewriting course for adults and objectives for each unit should be expressed in terms of specific learner outcome or behavior. Objectives should be written in a manner that answers the question, "What can the learner do at the end of this unit or course?"

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[20]Standard Education Almanac, 9th ed., (Chicago: Marquis Academic Media, 1976-77), p. 331.

Terminal objectives for advanced typewriting should include the affective, cognitive, and psychomotor domains; and should be based on standards required of office workers.

Pre-assessment. Pre-assessment involves ascertaining the degree of or lack of desired learner behavior present at the beginning of the course. Pre-assessment criteria is determined by the instructional objectives of the course.

In advanced typewriting for adults, pre-assessment involves:

1. Questioning the student regarding his typewriting background. Appropriate questions are: How much typewriting did you take in school? Do you have a job which requires typing? If so, what kind of materials do you usually type? How frequently?

2. Questioning the student regarding his motivation for enrolling in the course. Appropriate questions are: Why did you enroll in advanced typewriting? What do you hope to gain from the course? Are your goals occupational? If so, what are your short-range occupational goals? What are your long-range occupational goals?

3. A typewriting test for the purpose of measuring the student's typewriting ability. The test should consist of a straight-copy three-minute timed writing, a table, a letter, and a rough-draft manuscript. Except for the timed writing, none of these problems should be in proper format; thus the test will be measuring the student's ability to put them in proper format as well as determining speed and accuracy, proofreading, spelling, grammar, and punctuation skills.

Learning Activities. Learning activities and instruction for each unit should be developed in a manner which will enable the learner to achieve the objective or objectives of the unit. The activities should be sequenced; beginning with the simple and building to the complex. For example, the Tables Unit would be taught in the following order: Tabulating, horizontal and vertical centering, arranging columns, columnar headings, columnar subheadings, pivoting, leaders, and the four types of tables (open, ruled, boxed, and leadered).

Post-assessment and Revision. Post-assessment provides for evaluation and measurement for the purpose of determining whether or not the learner has accomplished the unit objectives; and provides feedback for a comparison between the pre-assessment learner behavior and the learner behavior present at the end of the unit. If post-assessment indicates that learner behavior has not met a particular unit objective, then revision is necessary.

An example of post-assessment in advanced typewriting would be a comparison between the learner's ability to proofread for mailability on the pre-assessment test and the post-assessment test.

When post-assessment measurement indicates that the learner has not mastered a particular unit objective, then revision is necessary. Revision involves the development of more effective instruction and/or learning activities which will assist the learner in obtaining this objective. Using the example mentioned in the previous paragraph, if the pre-assessment test indicated that the learner was deficient in the area of proof-

reading for mailability, and the post-assessment evaluation produced the same results, then revision would be necessary. If, on the other hand, the post-assessment evaluation indicated that the learner had mastered proofreading, then that unit objective would be satisfied.

When using a systematic approach to instruction, it is necessary to include one additional step. This step involves evaluating the system which provides for an on-going monitoring to determine if the system design is the best that can be used to assist the learner in achieving the course objectives.

Questions which should be asked include: Is the strategy which is used in this system the best than can be applied? What are the system's shortcomings? How can the system be improved?[21]

An example of providing for on-going evaluation and feedback of the system in advanced typewriting for adults would be to question students regarding their feelings about the specific content, activities, or methods employed for a particular unit. They maybe able to pinpoint areas where better methods and/or materials could be used to make learning easier and more effective.

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[21]Bela H. Banathy, Instructional Systems, (California: Fearon Publishers, 1968), pp. 62-63.

S E C T I O N IV

A PLAN FOR INDIVIDUALIZING AND SYSTEMATIZING AN ADVANCED TYPEWRITING COURSE FOR ADULTS

Course Description, Unit Development, Textbook Selection, and Terminal Objectives

Rationale for Course Description, Unit Development, and Textbook Selection. Selection and development of units for this plan were based on the Department of Education, State of Hawaii course content description for advanced typewriting which states:

> Advanced instruction is given in business letters and legal forms, tabulating problems, statistical reports, manuscript typing and for other business situations. Emphasis is placed on the development of work habits, work standards, and personal traits that will be acceptable in the business world.[22]

As stated earlier (Section III, page 17), learning activities in each unit are sequenced, beginning with the simple and building to the complex. Units developed for this course include: Building Skill in Typewriting, Effective Business Letters, Attractive Tables, Manuscripts and Reports, Miscellaneous Business Forms, and the Snow Country Practice Set.

Two optional units have been developed to serve as supplementary and enrichment material for students who complete

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[22] Department of Education, State of Hawaii, Authorized Courses and Code Numbers, (1977-78), p. 289.

the above units before the end of the time allotted for the course. They are: Preparing for the Civil Service Typist Test and Typing in the Professional Office.

The textbook selected for this plan is Gregg Typing 2 (Gregg Adult Education Series) by Winger, Rowe, and Lloyd. This text was selected because it was designed:

> . . . specifically to serve the special needs of adults who are continuing their education by returning to the classroom for vocational training, or retraining, for office employment . . . specifically to facilitate the individual-progress plan.[23]

Terminal Objectives. Terminal objectives for this course are:

1. The student will be able to demonstrate keyboard mastery, application of proper typewriting techniques, and speed and accuracy skills necessary for meeting standards required of office typists.

2. The student will be able to develop proper attitudes and desirable work habits needed for initial employment and job advancement.

3. The student will be able to demonstrate the ability to meet mailability standards when typing various kinds of business correspondence and forms.

Implementation of Individualized and Systematized Learning

Pre-Assessment. During the first class meeting, a pre-assessment questionnaire (see page 24) should be administered

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[23]Alan C. Lloyd, John L. Rowe, and Fred E. Winger, Gregg Typing 2 (Gregg Adult Education Series), (New York: Gregg Division, McGraw-Hill Book Co., 1966), p. 4.

to determine the student's goals and reasons for enrolling in the course. During the second class meeting, a pre-assessment test (see page 25) should be given to determine the student's present learner behavior. When explaining the purpose of this pre-assessment measurement to students, it should be referred to as a pre-assessment inventory rather than a pre-assessment test. Use of the term "inventory" is less threatening to adult students--the term "test" could serve to create uneasiness and undermine self-confidence at the beginning of the course.

The teacher should explain that the pre-assessment questionnaire and inventory are merely to provide information which will assist in designing and developing instruction to meet the individual learner's needs, and that it in no way reflects on the student's grade.

As stated earlier in Section III (page 16), the table, letter, and rough-draft manuscript given on the pre-assessment test should not be in proper format. The student's ability to apply skills and knowledge relating to placing problems in proper format will be measured as well as his speed, accuracy, proofreading, grammar, spelling, punctuation, and correction skills.

During the third class meeting, the teacher should arrange to meet individually with each student to discuss performance on the pre-assessment inventory and to discuss the student's purpose for enrolling in the course and his goals.

Individualized and Sequenced Learning Activities and Unit Progression. Development of sequenced learning activities for the content of each unit should be individualized based on the

student's needs as indicated on the pre-assessment test and questionnaire.

Most students will begin with the Skill Building Unit and progress through the sequentially prescribed learning activities at their own rate. Each completed learning activity should be placed in the student's individual folder at the end of each class period.

Before the next class meeting, the teacher should check and label all work which students placed in their folders during the previous class meeting. Any work which is not acceptable should be labeled "unacceptable" and should be retyped by the student. All material labeled "acceptable" should be removed from the folder and placed with other completed work for the unit.

The student should progress through the unit in the manner cited above until all prescribed learning activities have been completed and designated "acceptable" by the teacher.

The teacher should circulate during the class period for the purpose of assisting students with learning activities and/or machine operations.

Copies of the Student Guide for Individualized Learning and Progression in Advanced Typewriting (see page 27) should be distributed and explained to students during the first class meeting.

Post-Assessment Evaluation and Revision. When a student completes the learning activities which have been prescribed for him in a particular unit, post-assessment evaluation should be administered. Prior to the post-assessment evaluation,

a student should have the option of taking a self test which affords him the opportunity of evaluating his own progress and readiness for the post-assessment test. Content of the self test and the post-assessment test should be similar.

If post-assessment evaluation indicates that the student has mastered the content and objectives of the unit, he should move on to the next unit. If post-assessment evaluation shows that he is deficient in all or a portion of the unit content, then supplementary learning activities should be developed to assist the learner in mastering the problem area. A second post-assessment test covering only the portion of the unit where the student encountered difficulty should be given following satisfactory completion of the supplementary activities.

STUDENT QUESTIONNAIRE FOR ADVANCED TYPEWRITING

The purpose of this form is to assist your teacher in developing typewriting instruction which will meet your needs and goals. You are not required to complete the form or to answer any questions which you consider confidential.

NAME_____HOME PHONE_____
First Last

ADDRESS_____
Street Town or City Zip Code

PLACE OF EMPLOYMENT_____

PRESENT OCCUPATION_____BUSINESS PHONE_____

WHERE DID YOU TAKE BEGINNING TYPEWRITING?

____Intermediate School
____High School
____Adult Education Class
____Community College
____Other

WHAT WAS YOUR LAST YEAR OF FORMAL TYPEWRITING INSTRUCTION? 19__

HOW MUCH TYPEWRITING HAVE YOU TAKEN?

____More than two semesters
____Two semesters
____One semester
____Less than one semester

IF EMPLOYED, DO YOU TYPE ON YOUR JOB?

____All day
____Part of the day
____Very little of the day
____None

IF YOU TYPE ON YOUR JOB, WHAT KIND OF MATERIALS DO YOU TYPE?

____Business Letters
____Manuscripts or Reports
____Tables
____Business Forms
____Other

WHY DID YOU ENROLL IN THIS COURSE?_____

_____

WHAT DO YOU HOPE TO GAIN FROM THE COURSE?_____

_____

ARE YOUR GOALS OCCUPATIONAL?____IF SO, DESCRIBE YOUR SHORT AND/OR LONG-TERM OCCUPATIONAL GOALS_____

_____

_____

PRE-ASSESSMENT INVENTORY FOR ADVANCED TYPEWRITING

Complete the statements and answer the questions given below and on the next page. Follow directions given on the chalkboard for proceeding with the typing part of the test.

1. On a pica typewriter, there are (10) horizontal spaces per inch.

2. On an elite typewriter, there are (12) horizontal spaces per inch.

3. There are (66) vertical lines on a standard 8½" by 11" sheet of typing paper.

4. If the paper guide is placed at zero, one can use (50) as the center point on a typewriter with elite type and (42) as the center point on a typewriter with pica type when using standard-size typing paper.

5. For a 50-space line or 5-inch writing line on an elite typewriter, the left margin is set at (25) and the right margin is set at (80).

6. For a 60-space line or 6-inch writing line on a pica typewriter, the left margin is set at (12) and the right margin is set at (77).

7. For a 40-space line or 4-inch writing line on an elite typewriter, the left margin is set at (30) and the right margin is set at (75).

8. One should always space (twice) after a period, question mark, or exclamation point which ends a sentence.

9. One should always space (once) after a comma or semicolon which is used in a sentence.

10. Identify the parts of a business letter. (Return address if letterhead is not used, dateline, inside address, salutation, body, complimentary closing, typewritten signature, and reference initials, enclosure, and carbon copy notations if applicable).

11. Name four basic styles of business letters used in many offices. (Modified Block, Full Block, Semi-Block, and Indented).

12. Describe how to center a line horizontally on a sheet of typing paper. (Move the carriage to the center of the paper and backspace once for every two strokes. Do not backspace for a leftover stroke if there is one. Begin typing where the backspacing ends. The mathematical method can also be used: Count the number of strokes in the line and backspace for half of that number).

13. Describe how to center a problem vertically on a sheet of 8½" by 11" typing paper. (Count the number of lines in the problem, including blank lines, and subtract from the number of lines on the paper--66. Divide that figure by two. This is the top and bottom margins. Begin typing on the next line after allowing for the top margin).

14. When typing a manuscript or report, (12) vertical lines should be left before typing the main heading on the first page.

15. When typing a manuscript which is unbound, (1) (inch, inches) should be allowed for side and bottom margins.

For Teacher Use

Straight-copy three-minute writing score: Speed____ Errors____

Evaluation of:

Business Letter_____

_____

Rough-Draft Manuscript_____

_____

Table_____

_____

Proofreading and Error Correction Skills_____

_____

Typewriting Techniques and Work Habits_____

_____

Grammar, Punctuation, Spelling, and Word Understanding Skills_____

_____

STUDENT GUIDE FOR INDIVIDUALIZED LEARNING AND PROGRESSION IN ADVANCED TYPEWRITING

Agenda for the First Three Class Meetings

First Class Meeting

1. Self-introductions by students and teacher.
2. Explanation and discussion of Terminal Objectives and Units for the Course.
3. Explanation and administration of the Pre-assessment Questionnaire.
4. Distribution, explanation, and discussion of the Student Guide for Individualized Learning and Progression in Advanced Typewriting (this form).

Second Class Meeting

1. Explanation and administration of the Pre-assessment Inventory.
2. Work on selected practice and drill exercises.

Third Class Meeting

1. Individual student/teacher conferences for the purpose of discussing the student's pre-assessment questionnaire, pre-assessment inventory, goals, needs, and interests.
2. Assignment of units containing individualized and sequenced learning activities for each student.
3. Work begins on individually prescribed units in the manner outlined below.

Progression Through Individualized Learning Activities

Remaining Class Meetings

1. Work on individualized and sequenced learning activities

and place each completed activity in your folder at the end of the class period.

2. Ask the teacher for assistance whenever you do not understand how to proceed with an activity or if you are having difficulty operating the equipment you are using.

3. Check your folder at the beginning of each class period; remove materials you turned in during the preceding period. Retype any activities which the teacher has labeled "unacceptable." Place activities labeled "acceptable" with other completed work for the unit.

4. Continue the above process until all assigned learning activities for the unit have been completed and labeled "acceptable."

5. Let the teacher know that you have completed all of your assignments. Prior to taking the post-assessment test for the unit, you may take a self test if you wish. Content on the self test and the post-assessment test is similar--this will provide you with an opportunity to evaluate your own progress and your readiness for the post-assessment test.

6. When you feel that you are ready, the teacher will administer the post-assessment test. If the test shows that you have mastered the unit content and met the unit objectives, you will be assigned a new unit. If the test indicates that you are still having difficulty with one or more portions of the unit, you will be assigned additional learning activities for that portion. A second post-assessment test will be administered on just that part of the unit where you had difficulty. After successfully completing this test, a new unit will be assigned.

Building Skill in Typewriting

Purpose of the Unit

The purpose of this unit is to identify and continue the use of proper typewriting techniques and work habits; and to improve speed and accuracy.

Unit Objectives and Evaluation

1. The student will be able to demonstrate correct typewriting techniques and desirable work habits.

2. The student will be able to demonstrate an increase of at least 20 words per minute on a straight-copy timed writing with not more than one error per minute.

3. The student will demonstrate the ability to proofread accurately and make acceptable corrections.

4. The student will demonstrate the ability to type from taped or teacher dictation with 100 per cent accuracy.

Evaluation will be based on the following criteria:

1. Teacher observation with the aid of a checklist of typewriting techniques and work habits.

2. A five-minute timed writing with a speed increase of at least 20 words per minute over the student's pre-assessment test and not more than one error per minute.

3. A five-minute taped dictation which will be transcribed with 100 per cent accuracy.

4. Application of correct spelling, word division, grammar, punctuation, and proofreading skills.

Unit Content

Review of Basic Typewriting Mechanics
Preparatory Practices
Technique Drills
Individualized Remedial Drills
Rhythm Drills
Accuracy Drills
Dictation Drills
Speed Drills

Timed Writings
Crowding and Spreading Skills
Composing at the Typewriter
Proofreading and Correction Skills

Supplementary and Enrichment Resources

Axelrod, Marshall. Creative Timed Writings. New York: Gregg Division, McGraw-Hill Book Co., 1975.

Etier, Faborn and Rowe, John L. Typewriting Drills for Speed and Accuracy. New York: Gregg Division, McGraw-Hill Book Co., 1966.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. Typing Power Drills. New York: Gregg Division, McGraw-Hill Book Co., 1965.

Cassette Tapes with Earphones
Pacers
Timers

Effective Business Letters

Purpose of the Unit

The purpose of this unit is to gain proficiency in setting different styles of business letters in proper format, and typing them accurately and rapidly.

Unit Objective and Evaluation

The student will type two mailable business letters in 30 minutes with 100 per cent accuracy from rough-draft copy containing proofreader's marks. One carbon copy and one addressed envelope will be required for each letter.

Evaluation will be based on the following criteria:

1. Correct format; including use of the letter style specified in the directions, correct space line, correct placement of addresses on envelopes, correct use of carbon paper, and correct placement of the following if applicable: Subject line, attention line, company line, enclosures, reference initials, table within a letter, and a two-page letter.

2. Neat and accurate corrections.

3. Application of correct spelling, word division, grammar, punctuation, and proofreading skills.

4. Teacher observation with the aid of a checklist of correct typewriting techniques and work habits.

Unit Content

Parts of the Business Letter
Length of the Writing Line
Four Basic Letter Styles (Full Block, Block, Semi-Block, and Indented)
The Personal Business Letter
Letter Punctuation, Spelling, and Word Division Skills
Placement of Reference Initials, Enclosures, Subject Line, Attention Line, and Company Line
Two-page Letters
Letters with Tables
Government-Style Letters
Addressing Envelopes
Correct Use of Carbon Paper

Typing Letters on Stencils
Rough-Draft Letters Containing Proofreader's Marks
Letter Timings
Continuing Emphasis on Acceptable Correction Skills, Good Typewriting Techniques, Efficient Work Habits, and Proofreading Skills

Supplementary and Enrichment Resources

Casady, Cleo P. and Casady, Mona. Business Letter Typing. Cincinnati: South-Western Publishing Co., 1973.

Duncan, C. H., Lessenberry, D. D., Wanous, S. J., and Warner, S. E. Intermediate Typewriting (Adult and Continuing Education Series). Cincinnati: South-Western Publishing Co., 1975.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. Typing 75 (Advanced). New York: Gregg Division, McGraw-Hill Book Company, 1971.

Cassette Tapes with Earphones
Timers

Attractive Tables

Purpose of the Unit

This unit is designed to assist the student in setting tabulated material in proper format and learning to type various kinds of tables accurately and rapidly.

Unit Objective and Evaluation

The student will type two tables from unarranged tabulated rough-draft copy with 100 per cent accuracy in 30 minutes.

Evaluation will be based on the following criteria:

1. Correct vertical and horizontal centering of tables for various sizes of paper.
2. Correct placement of the following if applicable: Columnar headings, columnar subheadings, leaders, and ruled lines for boxed or ruled tables.
3. Neat and accurate corrections.
4. Application of correct spelling and proofreading skills.
5. Teacher observation with the aid of a checklist of correct typewriting techniques and work habits.

Unit Content

Review of Vertical and Horizontal Centering Rules
Typing Vertical and Horizontally Centered Problems on Different Sizes of Paper
Arranging and Tabulating Columns
Columnar Headings
Columnar Subheadings
Open Tables
Ruled Tables
Boxed Tables
Leadered Tables
Letters with Tables
Financial Statement Tables
Timed Tabulation
Continuing Emphasis on Spelling, Punctuation, and Grammar Rules, Acceptable Correction Skills, Good Typewriting Techniques, Efficient Work Habits, and Proofreading Skills

Supplementary and Enrichment Resources

Duncan, C. H., Lessenberry, D. D., Wanous, S. J., and Warner, S. E. Intermediate Typewriting (Adult and Continuing Education Series). Cincinnati: South-Western Publishing Co., 1975.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. Typing 75 (Advanced). New York: Gregg Division, McGraw-Hill Book Co., 1971.

Timers

Manuscripts and Reports

Purpose of the Unit

The purpose of this unit is to assist the student in becoming familiar with, setting in correct format, and typing various kinds of manuscripts and reports.

Unit Objective and Evaluation

The student will type a three-page manuscript from rough-draft material with 100 per cent accuracy in 50 minutes.

Evaluation will be based on the following criteria:

1. Correct: Format, margins, line-space setting, horizontal centering of headings, spacing, usage of leaders in the table of contents, footnote placement and form, and bibliography form.

2. Neat and accurate corrections.

3. Application of correct spelling, word division, grammar, punctuation, and proofreading skills.

4. Teacher observation with the aid of a checklist of correct typewriting techniques and work habits.

Unit Content

- Review of Proofreader's Marks
- Parts of the Manuscript
- Kinds of Manuscripts
- Reports and Legal Documents
  - Bills of Sale
  - Committee Meetings
  - Minutes of Meetings
  - Display Reports
  - Powers of Attorney
  - Contracts
  - Itineraries
  - Wills
  - Deeds
- Continuing Emphasis on Spelling, Punctuation and Grammar Rules, Acceptable Correction Skills, Good Typewriting Techniques, Efficient Work Habits, and Proofreading Skills

Supplementary and Enrichment Resources

Duncan, C. H., Lessenberry, D. D., Wanous, S. J., and Warner, S. E. Intermediate Typewriting (Adult and Continuing Education Series). Cincinnati: South-Western Publishing Co., 1975.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. Typing 75 (Advanced). New York: Gregg Division, McGraw-Hill Book Co., 1971.

Timers
Cassette Tapes with Earphones

Miscellaneous Business Forms

Purpose of the Unit

The purpose of this unit is to familiarize the student with various kinds of forms which are typed in many business offices.

Unit Objective and Evaluation

The student will be able to identify and state the purpose served by various kinds of business forms and type five forms with 100 per cent accuracy from rough-draft copy in 30 minutes.

Evaluation will be based on the following criteria:

1. Oral identification and definition of ten business forms.
2. Usage of the correct format, if applicable, and correct placement of typewritten data on a particular form.
3. Neat and accurate corrections.
4. Application of correct spelling, word division, grammar, punctuation, and proofreading skills.
5. Teacher observation with the aid of a checklist of correct typewriting techniques and work habits.

Unit Content

Postal Cards
Requisitions
Labels
Orders
Invoices
Credit Memorandums
Account Statements
Payroll Registers
Earnings Records
Voucher Checks
Withholding Statements
Promissory Notes
Continuing Emphasis on Spelling, Punctuation, and Grammar Rules, Acceptable Correction Skills, Good Typewriting Techniques, Efficient Work Habits, and Proofreading Skills
Timed Production

Supplementary and Enrichment Resources

Duncan, C. H., Lessenberry, D. D., Wanous, S. J., and Warner, S. E. Intermediate Typewriting (Adult and Continuing Education Series). Cincinnati: South-Western Publishing Co., 1975.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E. Typing 75 (Advanced). New York: Gregg Division, McGraw-Hill Book Co., 1971.

Timers

Snow Country Typewriting Practice Set

Purpose of the Unit

The purpose of this unit is to assist the student in gaining experience in office typing through simulated office activities.

Unit Objective and Evaluation

The student will demonstrate the ability to follow directions and complete all jobs and activities in the practice set with 100 per cent accuracy.

Evaluation will be based on the following criteria:

1. Accurate completion of all jobs and activities as specified by the directions in the practice set.
2. Neat and accurate corrections.
3. Application of correct spelling, word division, grammar, punctuation, and proofreading skills.
4. Teacher observation with the aid of a checklist of correct typewriting techniques and work habits.

Unit Content

Application for Employment and W-4 Form
Letters
Interoffice Memos
Composing a Letter
Itinerary
Report
Executive Letter
Resolution
Price List
Pricing Table
Invoices
Index Cards, Computer Change Form
File Folder Labels
Form Letter
Voucher Checks
Tabulation
Travel Expense Report
Reply Memo

Supplementary and Enrichment Resources

Reynolds, Caroline. Snow Country Typewriting Practice Set. Cincinnati: South-Western Publishing Co., 1974.

Preparing for the Civil Service Typist Test

Purpose of the Unit

The purpose of this unit is to assist the student in preparing for the civil service typist test.

Unit Objective and Evaluation

The student will demonstrate the ability to complete a simulated civil service typist test in 65 minutes with a total score of at least 60 points.

The following knowledge and skills will be evaluated:

1. Speed and accuracy skills on straight-copy typing.
2. Spelling ability.
3. Word Recognition and Understanding.
4. Manuscript Typing from Rough-Draft Material.
5. Proofreading Ability.
6. Ability to Follow Directions.
7. Placing in Proper Format and Typing a Letter and a Table.
8. Basic Math Skills.

Unit Content

Timed Writings from Straight-Copy Material
Manuscripts
Letters
Tabulation and Tables
Spelling, Grammar, Word Recognition and Understanding Skills
Typing from Rough-Draft Copy and Interpreting Proofreader's Marks
Timed Production

Supplementary and Enrichment Resources

Andrews, Margaret E. and Mulkerne, Donald J. D. Civil Service Tests for Typists. New York: Gregg Division, McGraw-Hill Book Co., 1969.

Typing in the Professional Office

Purpose of the Unit

The purpose of this unit is to assist the student in becoming familiar with and to gain proficiency in typing and handling business forms and correspondence for various professional offices.

Unit Objectives and Evaluation

1. The student will be able to identify and state the purpose served by various kinds of business correspondence and forms used by the professional offices enumerated in the Unit Content.

2. The student will be able to type three kinds of forms and three kinds of correspondence with 100 per cent accuracy in 30 minutes.

Evaluation will be based on the following criteria:

1. Oral identification and definition of ten business forms and/or correspondence used in various professional offices.

2. Usage of the correct format, if applicable, and correct placement of typewritten data on a particular form or piece of correspondence.

3. Neat and accurate corrections.

4. Application of correct spelling, word division, grammar, punctuation, and proofreading skills.

5. Teacher observation with the aid of a checklist of correct typewriting techniques and work habits.

Unit Content

Business correspondence and forms from the following offices will be included:

Realty Agency
Travel Agency
Interior Decorator
Savings and Loan Association
Supermarket Chain
Insurance Agency
University
Hospital

Continuing Emphasis on Spelling, Punctuation, and Grammar Rules; and Acceptable Correction Skills, Good Typewriting Techniques, Efficient Work Habits, and Proofreading Skills

Supplementary and Enrichment Resources

Lockwood, Mathilde and Reigel, Charles. Practice for Professional Typing. New York: Gregg Division, McGraw-Hill Book Co., 1968.

Lloyd, Alan C., Rowe, John L., and Winger, Fred E., Typing 75 (Professional). New York: Gregg Division, McGraw-Hill Book Co., 1971.

Timers

SUMMARY AND RECOMMENDATIONS

The purpose of the foregoing study was to develop an advanced typewriting course for part-time adult students which would be cognizant of the characteristics and needs of the adult learner.

Because of the diverse socio-economic and academic backgrounds, interests, abilities, and needs of part-time adult business education students, research indicated that use of the individualized and systematized methods of instruction would be most appropriate and effective for this population. Therefore, the advanced typewriting course outlined in Section IV of this study was individualized and systematized.

It was not the objective of this study to explore research, leadership, and/or teacher preparation in the field of adult business education, however, the literature gathered and reviewed for this endeavor indicated a shortage of research, lack of dedicated and committed local leadership, and lack of teacher preparation in this area of business education. Thus, the following recommendations are offered.

1. Colleges and universities which offer undergraduate degrees in business education should provide students with instruction in teaching methodology and course development for adult programs; either in the form of a separate course or as a unit in the present business education methods courses.

2. Business education graduate students should have the option of majoring in adult business education. Research conducted by these people would undoubtedly provide valuable data to an under-researched field. A few colleges and universities do offer graduate students this opportunity.

3. In-service workshops or seminars which offer assistance in developing courses and understanding the adult learner should be conducted for teachers and administrators employed in business education programs. In Hawaii, such a workshop or seminar could be conducted by the Hawaiian Business Education Association (HBEA).

4. Adult business education at the local level should be a separate entity rather than a "stepchild" of the secondary school business education program which it frequently is in many communities. The adult program should be staffed by dedicated teachers and administrative personnel who are totally committed to adult education and are professionally trained in this area.

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